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ABSTRACT

In order to promote the goal of increasing the number of women holding the nontraditional role of formal leadership in the Florida system of vocational education, a 2-week training institute for women teachers was conducted at the University of South Florida, Sarasota campus. Selected to participate in the institute were 24 women from eight counties and six community colleges. During the course of the institute, the 2 women instructors, a staff member, and the 24 participants resided together in a dormitory and met from 6 to 10 hours each day. The focus of the workshop was on organizational theory and management, sex equity in education, and career exploration. Included among the activities conducted during the institute were combination lectures and discussions, case analyses, films and other media presentations, role playing, and similar games. Based on an assessment of the institute's impact through such measures as standardized instruments and evaluation of the participants' oral and written products, the organizers of the institute concluded that the 24 women came to form a cohesive cadre of individuals who are now clearer about their career goals and more motivated to complete the necessary steps to become certified vocational education administrators. (MN)

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Final Report

Project No. 291-1513-3-2L11

From 11/1/82 to 6/30/83

An Institute for Preparing Women for Careers in Vocational Administration

University of South Florida
Tampa, Florida

Ellen Kimmel

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Abstract

In order to promote the goal of increasing the number of women who will hold the non-traditional role of formal leadership in Florida's system of vocational education, a two-week training institute for women teachers was conducted June 13-24, 1983, on the USF Sarasota campus. A careful selection process, that called for Deans and Directors to search for and nominate women they judged to have administrative potential, resulted in a final group of participants composed of 24 women from 8 counties and 6community colleges. The group were diverse in their content specialties, ages, lifestyles, ethnic/racial groups, length of teaching experience (5-25 years), education (3 BA's, 17 MA's, 2 Ed.D's and 2 Ph.D's), etc., but shared an interest in the possibility of a career in administration.

The two women instructors, staff member and 24 participants resided together in a dormitory and met for 6-10 hours each working day. They were joined at various times by speakers and visitors who served as role models and experts. The content of the program focused on three areas: organization theory and management, sex equity in education (especially non-traditional work roles), and career exploration. Many activities were intended to increase self confidence and encourage more positive attributions for achievements. Combinations of lecture-discussion, case analyses, films and other media presentations, role playing, simulation games and other experiential exercises constituted the teaching-learning design that included cognitive and affective objectives, both formal and informal.

The Institute's impact was measured through a variety of standardized instruments, assessment of participants' written and oral products such as resumes, videotaped interviews, daily logs of progress, participation in classwork, networking, etc. Short term evaluation revealed that a cohesive cadre was formed of 24 women who are 1) clearer about their career goals, most of which now include movement into leadership positions in vocational education, and 2) more motivated to complete the necessary steps to become certified. This group will act as a positive force to advance educational equity in Florida and open non-traditional work options for its citizens.

The long term effect of the Institute may be a change in the "face" of vocational education as participants seek and obtain places in its administration. There, they will be more visible role models for others to emulate.

Introduction

Institute History

The 1983 Institute, modeled on the 1982 Sarasota Institute, was an adaptation of a program that was conducted for six summers, from 1975-1980. The first four years it was held on the Tampa campus of the University of South Florida, lasted for three weeks, was residential in that women participants and leaders lived together in a dormitory, and was offered only for graduate credit (10 quarter hours). In the summer of 1979, the Institute "traveled" to Ft. Myers, where it was available to Lee County women only. There, participants could register for credit or for in-service points, but otherwise the content was largely unchanged. A similar situation existed the following summer when the Institute was presented in Pinellas County (in a high school) for their women personnel only and for both credit or in-service points.

Several articles about the program presented data showing that the Institute met its stated goals for participants--raising career aspirations, opening attitudes and knowledge about sex equity in education and the workplace, and adding women into the pipeline, both seeking and obtaining positions in educational (and business) leadership (see Appendix I). All participants of the first Institutes took further training and education as part of preparing for entry administrative roles or for further movement up the career ladder.

Given the success of the past seven experiences, it was anticipated that the basic curriculum and method of the program was solid and that it could be tailored to the special needs of women in vocational education to encourage their upward mobility and increase their awareness.

Method

The goal of increasing the number of women who will pursue and achieve leadership positions in vocational education in Florida was met through a program that involved selected women teachers, identified by their administrators as having potential for administration (see Appendix II, Goals and Objectives). The program director and staff contacted all LEA's in Florida describing the training program for women and asking them to nominate likely women candidates.

Selection Process

The Institute was designed for women who were currently certified teachers of vocational education in Florida. The Florida Director of Vocational Education (Mr. Joe Mills) announced the program in early March (see Appendix III) to all Directors and Deans of Vocational Education, explaining its purpose and requesting their assistance in seeking candidates to participate. This was followed by a letter (see Appendix IV) from the Project Director (Ellen Kimmel) that described the Institute more fully and detailed the nomination process. Included with this letter was a set of flyers to advertise the program and the nomination and application forms (see Appendix VI, 1-5).

Directors or Deans wrote recommendations for their nominees and ranked them for administrative potential on a scale of one to five. The candidates themselves completed an application form that called for education, work experience and other demographic data. In addition, they completed a statement outlining the reasons for desiring to attend.

After a wide search for interested women, 35 applications were received in time for the formal review and selection accomplished in early May. (Others arrived too late for consideration.) Each of these was evaluated on the following variables: the quality/strength of the recommendation of the Vocational Director/Dean and of the candidate statement, level of education, prior employment, and leadership experiences. The final group's (25 women) composition was developed with the intent to achieve a balance of women from various work setings (school districts, community colleges, etc.), subject areas (e.g., home economics, business education, etc.), ethnic groups, and age range. No one applied who identified herself as having a handicap, despite special efforts to recruit such candidates. In an attempt to facilitate future networking and the formation of local support systems, special consideration was given to

clusters of candidates from the same geographic area of the state. Those not selected for the final group of 25 were placed on a waiting list in the event of cancellations.

Participants

Twenty-four white and minority women attended and completed the two-week program in Sarasota. (One failed to appear, making the number in the program 24.) All 24 participants were teachers certified in vocational education. Business teachers formed the largest group (8), Home Economics (4), and Nursing (4) the next largest, with cosmetology, counseling, academics, curriculum development, and child development comprising the remainder. Years of teaching experience ranged from a low of 5 to a high of 25, with a mean of 13 years.

Three of the participants were based in high schools, eleven in vocational technical centers, six in community or junior colleges, two in junior high schools, and two were based in county offices. Eight counties and six community colleges were represented, distributed throughout the State. The majority of the participants (17) had degrees at the Master's level, three had a Bachelor's degree, two an Ed.D. and two a Ph.D. Several had considerable work beyond their degrees.

The average age of the participants was 44, with the youngest being 34, the oldest 59. Eight of the participants were Black, one was of Hispanic origin, and the remainder were Caucasians.

Program

The participants and staff lived together from June 13-24 in an intensive program that met formally for 6-9 hours each day. The sessions ran for 10 working days with morning and afternoon times (3 hours each) devoted to classes and evenings to individual conferences, guest or consultant presentations, social events, experiential group work and reading.

The program addressed a series of topics in sex equity and non-traditional roles in education and the workplace, such as sex fair teaching practices, expansive guidance for students in career opportunities, women in vocational administration, Title IX and the Vocational Amendments, language and sex roles at work, identifying and correcting sexism in career education materials, etc. (See the Agenda, Appendix VI.) Another major content area dealt with topics in organizational behavior theory and the management of pro-

fessionals. These included defining organizations, motivation of subordinates, leadership styles, problem solving, performance evaluation, power and authority, delegation, etc.

A number of studies reveal that women exhibit lower confidence in achievement settings than men. These lower expectations for success are hypothesized by many as being a consistently powerful, though invisible, barrier to actual success. In order to foster an understanding of such internal as well as the more obvious external barriers to female achievement, a two-hour formal session on the third day was conducted to review for participants the current research on attribution. Here, the ways people perceive the causes of their successes and failures were categorized using the concepts of attribution theorists. An analysis of the stability/instability and of the internal/external nature of various ascriptions of causes and their interaction with achievement was provided. The research on the ascriptions of high-need achievement males was contrasted with those of females, showing that men tend to "own" their successes by saying they were due to ability, while women deny theirs saying they were due to luck or hard work. The "imposter phenomenon," the feeling that one is not really qualified for the responsibility and/or status of one's position, was described with an explanation of the typical ascription patterns of persons high in this trait. Participants also were given data about observers' ascriptions of both males' and females' successes and failures, to sensitize them to the external barriers that these ascriptions may present to women who aspire to leadership.

In an effort to encourage each participant to analyze and, where appropriate, reshape her ascriptions so they might resemble (or surpass!) those of high need-achievement males, the staff assigned each woman a "participant buddy" who aided in increasing awareness of ascriptions. Standard lists of skills of knowledge and competencies for vocational administrators were handed out to stimulate the development of a set of personal objectives for the Institute. At each subsequent day's end, each woman reviewed her set of goals and recorded in a log what she achieved that day and what more she wished to achieve toward attaining them. In addition to maintaining the daily log of gains, each woman was asked to "own" her successes, analyse any failures, and share these attributions with her "buddy" (the observer) who was to reinforce desirable, confidence-building attributions and challenge negative statements about performance.

Along with the didactic content outlined above, we placed a heavy emphasis on career guidance/exploration. Each participant wrote and re-wrote her resume with expert

instruction and feedback provided. She decided on the next position she might aim for and designed a video-taped interview. There, she role-played herself while three colleagues played the interviewing panel, asking her the questions she prepared and a random number of other questions the leaders provided. Each woman then had an opportunity to be reviewed by the group and staff who provided constructive feedback. A large number of standardized tests (see Appendix VII) were administered and scored that provided the participants insight into interests, personality traits, and behaviors to expand understanding of themselves as future leaders. In many cases the feedback to participants was immediate, and they had the chance to speak to experts (see Appendix VIII) about their scores and receive individual interpretations.

Topics were treated through combinations of lecture, discussion, case analysis, role playing, problem solving and simulation activities. Stress was on an experiential style of learning that incorporated both cognitive and affective objectives (see Appendix II), fully involving the person as well as the intellect. A text was required reading along with an extensive set of supplemental handouts (see Appendix IX).

A wide variety of role models (see Appendix VIII) visited the program and spoke formally and informally to participants. These women and men of achievement brought special expertise and also shared their career development history. The two leaders, both women professors with many years of experience in their fields and in the conduct of leadership development programs for managers and educational administrators, acted as resident role models. (See flyer, Appendix V, for leader qualifications.)

One special feature added in 1983 was a Panel Discussion of Vocational Administrative Women (see Appendix V for listing of those panelists). Each woman represented a particular level in the organization, and each was unique in personality, career path, background, age, race, marital status, etc. Thus, a diverse group of four women served as role models to inspire participants. They were alike, however, in their enthusiasm for their work and their dynamic approach to administration. The format included individuals speaking in sequence on their particular history and imparting "words of wisdom" to those aspiring to leadership roles. This was followed by general discussion among the panelists who then fielded audience questions. The afternoon was lively and provoked many thoughts among the participants who continued the discussion informally at the refreshment break that followed.

Every effort was made to create quickly group cohesiveness and identity to strengthen the network of participants

and staff, envisioned as a "product" of the program. For example, there were icebreaker introductory activities the first day, and all meals were eaten together, including the first night banquet followed by a session of team building. All rooms in the dormitory were doubles (singles were available, but the participants had to pay an added cost of $120) so that there was close contact between roommates. Time between scheduled events was available for informal activities, and the week-end between the two weeks of the program, for those who did not return home, afforded time for recreational activities. Each visitor was available for individual conferences and had at least one meal with the participants. Since the staff also lived in the dormitory with the participants, they had many opportunities to interact throughout the program.

Thus, by the end of the two weeks, each person left the program wiser about herself, her capabilities and "style," more knowledgeable about behavior in organizations and sex-fair vocational education, a part of a strong network, and motivated to continue the learning she began there. She was probably tired...but pleased with herself and excited about returning to her home system and the next steps. A letter (see Appendix XI) to the nominating Dean or Director followed the participants to their school districts or colleges. It outlined the Institute experience and urged her or him to meet with each woman, discuss her career goals, and ensure that she practices newly acquired skills and knowledge. The supervisor was told in the letter that the Project director would be recontacting him/her in the Spring of 1984 to ascertain the progress made since the Institute.

Results and Findings

Assessment of the impact of the program involves both short and long term evaluation, and includes a variety of probes for establishing whether the goals of the program were achieved. Immediate changes in the knowledge and attitudes of participants were measured by comparison of pre-post scores on several standardized and specially designed instruments. For example, changes in attitudes toward the desirability of becoming an administrator were established through comparison of participant's pre-post scores on the Job Satisfaction Scale, the Minor Motivation to Manage Inventory, and career aspiration ladders. Changes in attitudes toward the expansion of women's roles in society in general, and into management/leadership in particular was looked at through pre-post scores on the Attitudes Toward Women Scale and the Personal Attributes Questionnaire. Self esteem/concept scores were assessed through an in-house scale that assesses one's feelings/perceptions of self in work. At the end of the program, participants were asked to complete an open-ended evaluation of the program and their learnings.

Generally the results of the standardized tests showed a positive shift in attitude toward occupying a non-traditional work role for self and others and a significantly greater motivation to move into administration (e.g., for the former, scores on the Attitude Toward Women scale increased pre to post and for the latter, there were noticeable--quantitative and qualitative--changes in responses to questions about career plans). Polished resumes, videotaped interviews and detailed logs of daily progress were indicators of specific skills and learnings participants acquired, as were their ever more perceptive and analytical reviews of the several experiential sessions and of the cases interspersed throughout. Capstone "in-basket" and "leaderless discussion" exercises provided a final demonstration of learning.

Participants made a numerical assessment (on a scale 1-7, where 7 was high) on the last day of their overall progress toward achieving each of the goals they set for the Institute. The summary, mean score 6.6, showed that each woman individually, and the group as a whole, made substantial gains toward reaching their goals. In response to the question, "Do you plan to pursue a career in Management/Administration?", 22 participants answered "yes", 1 answered "no", and 1 answered "maybe".

Affective changes were apparent in the intensity of group cohesiveness (despite the great diversity in age,

race, background, etc.) and mutual support. On the last afternoon each woman expressed what she was taking with her from the Institute experience through the medium of newsprint and magic markers (after which came the tests and formal evaluation). The results were taped on the walls, and the group reviewed (silently) each person's statement, a high point for leaders and participants alike.

Finally, the leaders observed such things as the number of women who requested application forms to join FVA or AVA or ordered books for personal libraries, etc., as informal measures of increased motivation.

Long term evaluation will occur through follow-up inquiries (mail and telephone) to participants and their county or college administrators to establish the extent to which participants pursued their stated career goals and the counties' or colleges' use of their increased expertise. Information about the number and kind of training experiences they complete, applications for promotions made, promotions received, work as consultants, etc., will be gathered also. Counties will be asked to report on the extent to which they follow and support the aspirations and activities of participants. The viability of the network of this cadre will be assessed as well in terms of the number of contacts made with each other, activities sponsored, mentors located, services used, etc.

Comparison data will be available to view similar programs held the past eight years (7 groups). In addition, we plan to evaluate the impact of the program on the participants and their systems versus other women (those on the waiting list) who are like this group except that they have not attended the program (a type of "control" group design). Those data will be available by fall, 1983, for possible reporting at professional meetings.

Finally, program staff (trainers and consultants) will contribute evaluations of the program for improvements. County representatives who aided in the process of identifying participants and supproting their attendance will be asked for their suggestions for improvement (see Appendix XI), all to be incorporated into future programs.

The major result of the 1983 program is the formation of a new cadre of 24 white and minority women (joining the 27 from 1982) who are clearer about their career goals, most of which will include movement into vocational administration. This group will be motivated to obtain whatever qualifications necessary to make themselves excellent candidates for positions of leadership in vocational education in their counties and in Florida. Further, it is antici-

pated that this group will be qualified and dedicated to advancing the goal of vocational and educational equity for women and men, whatever their position in education--teacher, counselor, or administrator. They will be able to serve as role models and mentors for others who might pursue non-traditional work roles.

Follow-up Activities with 1982 Participants

Part of the grant's focus this year was on the 27 women who completed the program in June of 1982. The notification of grant approval came too late to hold the intended face-to-face meeting in conjunction with the January Deans and Directors meetings. After a great deal of searching for a feasible time and place, we determined to meet at the end of the high Tech Workshop/Deans & Directors sessions in Orlando, June 3rd. This was extremely late in the project, but seemed the best available compromise given the central location and favorable hotel rates.

Each woman was mailed a survey to determine her needs for the follow-up activity, and these were incorporated into the agenda (see Appendix XII). The purpose of the reunion was two-fold. First, it served as a motivational "booster" to encourage women to enter or continue whatever developmental activities they had undertaken in the intervening period since the Institute. Second, it involved sponsors (deans or directors who nominated the women to attend) in planning career advancement steps needed to prepare for an administrative role. The two major components described below of the meeting in Orlando addressed these purposes.

Joint session of mentors and participants. On Friday, June 3rd, six sponsors (five directors and Ms. Gore) and 15 participants met for luncheon and meetings after at the Hilton Inn. Ms. Gore greeted the group, and she and Dr. Kimmel oriented the visiting directors about the goals and content of the Institute so they would more fully comprehend the types of topics and skills it encompassed. After the luncheon, the formal program began with the mentors seated in an inner circle, surrounded by the participants. The mentors engaged in a conversation with each other about ways they could encourage these and other women to achieve leadership roles in vocational education. The discussion ranged from individual coaching to review of policy to ensure that information needed to advance would be widely disseminated in each division. Following this interaction, six women volunteered to exchange places with the directors. Their conversation centered on what they saw as needed by themselves and other women in the way of support to advance up the career ladder. They talked about sponsorship for committee membership or professional organizational roles, having opportunities to develop missing skills, and learning about job opportunities, among many topics. They related some experiences that were both positive and negative that occurred in the past year as they attempted to take the next steps. While some found a great deal of support upon their return home to continue the work started at the Institute, others were met with disinterest, skeptism, or worse, suspi-

cion or ridicule (how did they like the two week program on aggression...). The inner circle of chairs was then joined with the outer circle for a whole group interchange of mentors and participants that yielded several helpful ideas and insights into the process of achieving a leadership role in an organization. The sponsors shared their judgments and learnings in an open and specific way that was extremely positive.

The final afternoon activity involved each sponsor's sitting at a separate table, joined by their particular participant(s) and others whose sponsors were unable to attend. These small groups used an assessment material (see Appendix XIII) as the basis for a detailed discussion of the developmental needs of each woman. A side "product" of the five discussions was that each mentor came to know a great deal about the women at her/his table and vice versa through the informal interactions. This effectively expanded the network of those participating (each person attending the reunion received a list of names and addresses of all who attended). The joint program concluded in the late afternoon with a social gathering.

Participant only session. On Saturday, June 4, only the women convened. Each person briefly summarized career achievements since the Institute. This energized the group and led to the development of a "group consultant resume" (see Appendix XIV) that itemized those skills or areas of expertise each was qualified to share as a consultant to other programs. This was created in recognition that one method to gain visibility and grow professionally is to serve as a speaker or consultant to groups outside one's organization. Thus, as a need arises for special expertise not available in her group, each woman was encouraged to review the document to see if there were any who could provide it.

The women then individually completed a networking material as a means to expand their concept of networks and the use of them in upward mobility efforts (see Appendix XV). While working individually, the Trent Attribution Profile (TAP) completed at the end of the Institute was readministered to ascertain any differences that might have transpired during the interval. (Those unable to attend were mailed the TAP a few days earlier.) Several career planning materials were distributed along with relevant articles for review upon their return home.

For the last activity, the group developed a series of next steps they as individuals might undertake to further their careers. The list (see Appendix XV) ranged from specific suggestions that could be completed in a matter of

minutes to more comprehensive activities that would provide skills, experiences or contacts they saw as needed. Examples included becoming more active in the Florida Vocational Association or their particular professional association to writing articles for publication as ways to gain visibility and acquire wider networks. Some of the ideas were generally accepted as one each woman would pursue, such as supporting women administrators and each other and seeking out the 1983 Institute participants upon their return to their respective systems. They also agreed to use the group consultant reference material when there was occasion to employ a consultant if a person with the appropriate credentials were listed.

Thank you letters to the mentors who attended were sent following the Orlando session. Those women unable to attend were mailed a complete package of materials and a description of what transpired at the meeting. Also copies of the group resume and "To Do" list were mailed to the 15 who developed them.

Summary and evaluation of the 1982 follow-up. The workshop in Orlando met its stated purposes. Women were renewed in their motivation to prepare themselves for leadership roles. While all present were enthusiastic, the boost to morale was critical for those who felt either ignored or ridiculed upon re-entry to their systems after the Institute. At the same time, the mentors gained a knowledge that there are a cadre of women who are serious in their pursuit of expanded responsibilities in Vocational Education. They had a first-hand glance at the Institute content and process and could realize that the participants were relatively well on their way to becoming equipped to join the administrative ranks.

In synopsizing career achievements for the group, it appeared that each woman had taken her next steps. Several joined and completed the Extern Program or took the courses to become certified as Vocational Director. Others completed the necessary M.S. program. Still others were pursuing the Ed.S. and Ph.D. degrees. Each woman widened her professional involvement in various directions. Some were elected to offices in professsional associations or chaired active committees, others participated as SAC team members. Several applied for entry level positions and acquired valuable experience in the interview process. Many increased community involvements and, perhaps most striking of all, they were all setting priorities, learning to say "no," organizing their efforts, and targeting them toward explicit career goals. Thus, while no one in the group had actually been promoted, all had expanded their repetiore of knowledge and skills and widened their networks. The

discouragement some had felt at the lack of career progress over the year vanished as they recognized the growth that had occurred for each. That appreciation came through the external validation the sharing provided.

In sum, it can be argued that "finishing" may be as or more important than "starting." In terms of relative cost (dollars), it was cheaper to finish, and the follow-up activity may have provided the impetus to persist that will pay for itself many times over, insuring a healthy return on the original training investment. The only regret is that more mentors did not attend and that 12 of the participants were unable to come (some because their administrators would not release them the one workday required). The fact that women were willing to spend their weekend at the reunion is evidence of their commitment. It is disappointing that not all systems shared that commitment.

Conclusions

To the extent that the network of both 1982 and 1983 are effective in their intent to become leaders and that the program stimulates interest and enthusiasm for its goals, the system of vocational education in Florida will move closer to the goal of sex-fair vocational opportunities (see Appendix II).

Based on previous experiences with special training programs to encourage women to enter leadership (a non-traditional role) positions, it is very likely that this project will result in a substantial impact on the "character" of vocational administration in Florida. First, many 1983 participants, like the 1982, are expected to enter certification programs offered at universities in the State (most participants in these programs are and have been male), and, in five years, to occupy leadership positions. They will likely become more active in professional associations, especially FVA and AVA, and become leaders there also. These women will become non-traditional role models, for those they will supervise, their colleagues, and for women and men students. Second, even participants who decide not to strive for an administrative post will have acquired awareness and skills to encourage their female and male students and colleagues to explore all types of work roles, traditional or not. They will support any who elect to work in a non-traditional job, including women administrators.

Vocational education in Florida should experience a "ripple effect." As these women move back to their schools or colleges, and encourage their colleagues and students to explore all options, the system should accomodate better the changing lives and expectations of women and men in our society.

Recommendations

The overall goal of both the 1982 and 1983 Institutes was to increase the number of white and minority women who will seek and gain positions of leadership in Vocational Education. The 1982 women have made considerable efforts toward that end. Virtually all who needed further educational credentials have pursued them during the interval since attending the program, with several becoming certified as vocational directors through the Extern Program or a University. While several have applied for entry level positions, none as of this writing have succeeded in obtaining an administrative post. Their "hats are in the ring" and hopefully they will gain promotions as supervisors are aware of their intentions. Since 22 out of 24 1983 participants indicated that they intended to pursue actively a leadership role at the end of this year's program, it is anticipated that they will behave similarly to the 1982 women in gaining any credentials needed to become an administrator. (Some of the 1983 women were Extern Program graduates or otherwise had obtained this certificate. For them, it will be a matter of applying where there are vacancies.)

All indicators point to the fact that the State has developed a group of talented and motivated women who are anxious to contribute to the shaping of Vocational Administration in the State. The question becomes whether the system will call on these skills or not.

Four recommendations result from the conduct of the two Institutes and Follow-up of the 1982 participants.

I. <u>To follow-up the 1983 participants and their Deans/Directors</u>. The experience of following up the 1982 group makes it even more apparent that a follow-up is critical. Spirits of the 1982 group had sagged somewhat as they felt stymied at lack of progress in gaining promotions. The "booster" in Orlando proved invaluable in that it reinforced, in the women's perceptions, the commitment the Division has to the program's goals. It is imperative that the same momentum be maintained for the 1983 group as well. The meeting of participants and their supervisors/mentors will strengthen determination to persist and offer the mentors familarity with the program and particular woman(en)'s career goals.

II. <u>To maintain contact with the 1982 participants and obtain resources to consolidate data</u>. Clerical assistance and some expense monies are required to

continue following the career developments of the 1982 women, to send them updated information, and vicarious encouragement. Tracking them is a key to establishing the impact of this (and similar) programs. Few training efforts evaluate their efficacy in meeting goals because the time and money required make it prohibitory. However, if this follow-through is done in the context of other ongoing training, it becomes cost effective. Large quantities of data are available on the 1982 and 1983 women, along with six years of data for comparison women attending previous Institutes. These could be further analyzed to answer several interesting research hypotheses bearing on strategies for moving women up the educational career ladder. For this, a research assistant should be employed.

III. To hold a similar Institute, summer 1984. While this recommendation may be surprising, careful consideration leads to the conclusion that another offering of essentially the same program for a new group (incorporating suggestions for improvement from the 1983 participants) is desirable. For change to occur, a "critical mass" must be achieved, and, it can be argued rather strenuously, that has not occured. A number of districts have yet to send their first woman, only a handful of community colleges have been represented and many women are the ONLY one from their school or district (tokens have little power). Since the group attending in 1983 was equally as talented and motivated, it is clear that we have not exhausted the pool of potential candidates who can benefit from the training and in whom the State would be wisely investing.

IV. To conduct a training program for in-service women vocational administrators. Discussions held both last year and this with a wide variety of women already in line or staff roles reveals a need for a program with some of the same content and goals, but tailored to the greater experience and higher level of skill they possess. Virtually all those women who visited the program as observers, speakers, consultants, etc., felt they could benefit from this program and the kind of networking and support group it could provide.

In sum, a positive consideration of these four recommendations is urged. They form a package of activities that, together, serve the purpose of opening the leadership of vocational education to women and non-traditional roles to both men and women in the State. They capitalize on previous efforts and enhance chances for a successful meeting of goals for sex equity in Florida. Since a number of

States have emulated this project, it is fair to say that Florida has led the Nation in recognizing the value of, by placing dollars behind, the preparation of a source of qualified women "for the pipeline." Apart from the issue of equity, this action is just sound business practice since the strength of any organization depends on such a source of talent and energy for its management.

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XI. Follow up Letter to Deans/Directors

XII. Reunion Survey and Agenda

XIII. Career Planing Worksheet

XIV. Group Consultant Resume

XV. Network Map

XVI. "To Do" List

CPT:D.PWC1-18

FEATURE

Some special preparation seems to be in order if women are to be equitably represented in the ranks of vocational education administrators.

WORKING ON THE PIPELINE

An Institute for Placing More Women on the Career Path to Vocational Education Administration in Florida

ELLEN KIMMEL

Vocational education administration: although some women are at work in the field, the area is still predominantly male. And some special preparation seems to be in order if the percentages are to change and women are to be equitably represented in the ranks of vocational education administrators. A recent institute at the University of South Florida (USF) was devoted to just this kind of special preparation for 28 vocational teachers who may now be on the road to a position in administration.

The intensive residential program, called the Institute for Preparing Women for Careers in Vocational Education Administration, was conducted June 14-25 at the Sarasota campus of USF. Fourteen-hour work days were standard elements of the demanding agenda, which allowed participants to explore both the substance and process of management. Most of the women liked what they learned and, at the program's end, 23 women answered (anonymously) "yes," one "no," and four "undecided" to a question about whether their future plans included an active quest for a place in administration.

Why is it so important for women to become administrators? One good reason is to help guide younger females toward their highest potential in nontraditional fields.

The July, 1982, issue of *Peer Perspective* presents results of a four-year study of the progress individual states have made in moving women and girls into nontraditional activities. The 1978-79 data on enrollment of females in traditionally male vocational courses showed Florida ranking 16th, with 13.27 percent female students. The national average was slightly higher, at 13.90 percent, and the highest percentage was only 23.40 percent (California).

While Florida's is a relatively respectable position, it is clear that there is much room for improvement. More recent data from the State Department of Education (fiscal year 1981) reveal the fact that only 10 percent of the students in industrial arts courses and 11 percent of those in public service are females. One reason that students continue to follow traditional paths is the lack of nontraditional role models among their teachers and administrators. This deficiency can be corrected through such programs as the USF institute.

The major goal of the institute is to increase the number of women in Florida who will ultimately occupy formal positions of leadership in public education in general, and vocational education in particular. The program has a substantial record of achieving its mission and has been conducted annually at various sites around the state since 1975. In 1982, the institute was sponsored by the Division of Vocational Education (DVE) and tailored exclusively for women teachers of vocational education.

Institute participants examined a series of topics in organizational behavior theory and the management of professionals. These included defining organizations, motivating subordinates, leadership styles, dyadic relationships, small and intergroup behavior, power and authority, line-staff differences, etc. Another major content area dealt with topics in sex equity and nontraditional roles in education and the workplace, such as sex-fair teaching practices, expansive guidance for students in career opportunities, women in vocational administration, the Vocational Education Amendments and Title IX, language and sex roles at work, and identifying and correcting sexism in career education materials.

Participants

Women from around the state wanted to take the opportunity offered by the institute. Only women currently teaching (for a minimum of three years) were eligible. The intent was to expand the pool of possible candidates for entry-level administrative positions, rather than to develop women already holding them. The fact that several from the latter group applied (inappropriately) suggests a need for more advanced in-service training to prepare women for even more responsible spots.

Space limitations forced the staff to choose only 27 women from the nearly 100 excellent, qualified applicants. Such a large pool of applicants gives credence to the assertion that there is a largely untapped supply of talented people interested in leadership roles. The staff sees a need to offer the program again to accommodate those counties and colleges whose women faculty were unable to attend.

The women who completed the program (all who started it) represented a cross-section of academic content specialties, educational levels (9 BAs, 17 MAs, 1 PhD), work locations (high schools, vocational centers, community colleges), races/ethnic origins, and experience (from three to 28 years, with a mean of 12 years of teaching). They were all recommended by their deans as having leadership potential and considerable professional involvement and achievements.

Training for Success

Why do women need special preparation to become administrators? Research reveals a variety of barriers, many of them psychological. A number of studies show that women are less confident than men, and many researchers feel that such lower expectations for success are a consistently powerful, though invisible, barrier to actual success.

In order to help participants understand such internal as well as the more obvious external barriers to female achievement, the staff conducted a two-hour formal session on the topic of attribution. During this session, lecturers categorized the ways people perceive the causes of their successes and failures.

The students learned that men tend to "own" their successes by saying they were due to ability, while women deny theirs, saying they were due to luck or hard work. Lecturers described the "imposter phenomenon," the feeling that one is not really qualified for the responsibility and/or status of one's position, and explained the typical thought patterns of persons high in this trait. Many of the participants recognized themselves in the definitions.

In an effort to encourage each participant to analyze and, where appropriate, reshape her perceptions of her own success, the staff assigned each woman a "participant buddy," who helped increase her awareness of the phenomenon. Each day participants reviewed standard lists of knowledge and competencies for vocational administrators to stimulate them to develop a set of personal objectives for the institute. Each evening, every woman reviewed her set of goals and recorded in a log what she had achieved that day and what more she wished to achieve toward attaining them. In addition to maintaining the daily log of gains, each woman was asked to "own" her successes, analyze any failures, and share these thoughts with her "buddy," who was to reinforce desirable, confidence-building perceptions and challenge negative statements about performance.

Along with the didactic content, there was a heavy emphasis on career guidance/exploration. Each participant wrote and rewrote her resume with the aid of expert instruction and feedback. She decided on the next position she might aim for and produced a videotaped interview for that position. In the interview, she

role-played herself while a colleague played the interviewer, asking the questions the job-seeker had prepared in addition to a number of other questions. Group and staff members reviewed each videotape, providing constructive feedback.

In addition to making the videotape, participants took a large number of standardized tests to provide insight into their interests, personality traits, and behaviors. These tests gave the women a chance to evaluate themselves as future leaders, to speak to experts about their scores, and receive individual interpretations.

Approach

Topics were treated through combinations of lecture, discussion, case analysis, role playing, problem solving, and simulation activities. Two texts were required reading, along with an extensive set of supplemental handouts. Three hours of graduate credit were awarded for program completion.

A wide variety of role models (11 lecturers in addition to the three staff members) visited the program and spoke formally and informally to participants. These women and men of achievement brought special expertise and also shared their career development history. Two of the role models were "graduates" of former institutes who achieved the goals they had set at the institute and currently hold administrative positions in vocational education. Each visitor shared a meal with the group and was available for individual conferences during the informal part of his/her stay.

Every effort was made to create group cohesiveness and identity quickly to strengthen the network of participants and staff. Such a network was considered one product of the program. For example, there were icebreaker introductory activities the first day, and participants ate all meals together. All rooms in the dormitory were doubles, so that there was close contact between roommates. Time between scheduled events was available for informal activities and for those who did not return home, the weekend between the two weeks of the program afforded time for recreation. Since the staff also lived in the dormitory with the participants, they had many opportunities to interact throughout the program.

By the end of the two-week session, each person was wiser about herself, her capabilities and "style," more knowledgeable about behavior in organizations and sex-fair vocational education, a part of a strong network, and motivated to continue the learning she had begun.

A letter to the nominating dean or director followed the participants to their school districts or colleges. It outlined the institute experience and urged the administrator to meet with each woman, discuss her career goals, and ensure that she practiced newly acquired skills and knowledge. The supervisor was told in the letter that the project director would be recontacting him or her in the spring of 1983 to ascertain the progress the student had made since the institute. There are plans to reconvene as a group (participants and mentors) at midyear.

Evaluation

Measuring the impact of a complex educational program beyond assessing the immediate reaction of its graduates is always difficult. If intentions are considered valid evidence, it would seem that Florida has gained a cadre of vocational educators who will actively support the goals of nontraditional job opportunities for its citizenry.

These women will be available to work locally and through professional associations with colleagues, parents, and students to increase awareness of and gain support for sex-fair vocational training and guidance. We can expect many to enroll in the Preservice and Inservice Leadership Training Program for Local Administrators of Vocational Education and university-based certification programs as they prepare to compete for openings in their organizations.

Regardless of when they eventually become administrators, it is almost certain each will employ her increased knowledge in the daily conduct of her classroom. Good teachers are in every sense good managers of people. To the extent the participants expanded their repertoire of managerial skills, the quality of their interactions with students will benefit.

One could argue that this highly selected group would have achieved on their own, without the encouragement of a special program. No one who spent time at the institute, however, can deny the synergism the retreat provided. One woman said it aptly on her evaluation form: "I have many times written goals for myself, and they died on the page. Having to write about progress toward them each day and *share* this daily with my partner has forced me into an active mode that I feel certain I will maintain." We, as the staff, also feel optimistic that this group will continue to develop and expand its sphere of influence, ultimately even modifying the face of vocational education in Florida.

Ellen B. Kimmel is Professor, Psychological Foundations of Education, and, jointly, Psychology at the University of South Florida. She and Dorothy Harlow (who died in August, 1982), Professor of Management in the College of Business, have conducted the institute since 1975, along with many other management development programs in both private and nonprofit sectors outside education.

APPENDIX II

Institute for Preparing Women
for
Vocational Education Administration

June 13-24, 1983

OBJECTIVES

The overall goal of the program is to increase the number of white and minority women who will seek and gain vocational educational administration positions in Florida. Under this general goal there are many sub-goals or objectives, some aimed at participants and others at the system of vocational education in the State. Objectives are further broken down into short and long range categories.

Objectives for Participants

Short Term

By the completion of the program, women participants will:

1. Develop clearer and more concise definitions of their career goals.

2. Assess their individual educational, professional and personal needs to achieve their career goals.

3. Display more realistic and optimistic feelings/perceptions about career options.

4. Increase job seeking skills, such as resume writing, interviewing, locating jobs, obtaining recommendations, etc.

5. Increase their awareness and acceptance of self and others.

6. Increase their knowledge of the status of women in education, vocational education and the American workforce; and the formal and informal mechanisms that support equal opportunity in employment.

7. Increase their knowledge of organizational behavior theory and administrative applications.

8. Increase knowledge and competence in specific leadership skills, such as decision making, understanding power and authority, menaging conflict, etc.

Long Term

Within the first year after the program, participants, upon returning to their county system, will:

1. Report on program experiences to colleagues, supervisors, and vocational director and staff.

2. Offer their services to schools and the community as trainers in some area of expertise gained at the program (e.g., methods to overcome sex stereotyping of occupations, new materials in vocational sex equity, status of women in Florida workforce, new opportunities for non-traditional employment, etc.) (This will be one means to increase visibility of participants to their administration and community as well as augment the direct impact of the program's content.)

3. Seek and enter educational programs and/or activities in their current position that fulfill their assessed needs in pursuing career goals established during the program. This might include entering or completing degree or certification programs, assuming leadership either in committees or professional organizations, lateral transfers, completing in-service or continuing education programs, independent reading, more varied community or political involvement, etc.

4. Where appropriate, locate mentors-men or women-who have the experience to assist them achieve their career goals.

Objectives for Participants (cont'd)

Short Term	Long Term
9. Increase communication skills such as working with others more assertively, non-verbal communication, personal effectiveness in group settings, etc.	5. Prepare their families for the anticipated greater involvement of time and energy in developing their careers.
10. Develop a network of supportive women colleagues and friends (participants and program personnel).	6. Maintain contact with the network of participants and leaders and expand this network locally and statewide. Join in and add to network activities.
	7. Respond to all follow-up requests for information and participate in any follow-up programs that are anticipated (contingent on funding).
	8. Gather information about job openings relevant to career goals and, where qualified, apply for these position (report any job changes or promotions to project directors and network).

Objectives for the Vocational Education System in Florida

Short Term	Long Term
As a result of this project, it is expected that:	Within 2-5 years, as a result of this project, it is expected that:
1. A cadre of 51 additional teachers and counselors will exist to further the goals of sex fair/sex affirmative vocational education in Florida.	1. Greater numbers of women will elect to pursue (and achieve) careers in vocational administration. These would include participants and other women they influence (colleagues, community contacts) as a result of their increased support of women's career aspirations.
2. The cadre will be available to work locally with colleagues and community groups to aid in opening further work options for women and men of all ages. They will be knowledgable about current media and print materials to increase awareness and of other supports for the goal of sex fair vocational training and guidance.	2. More female and male students explore and elect non-traditional occupational workroles, in part because of their exposure to these women role models in non-traditional leadership positions and more sex affirmative teaching practices.
3. Participating school systems and communities will benefit from participants more active volunteering for leadership roles and entering the applicant pools for administrative positions.	3. Community employers become even more accepting of students seeking training and employment in non-traditional jobs as a result of increased contact with women professionals in vocational education administration.

APPENDIX III

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32301

RALPH D. TURLINGTON
COMMISSIONER

Joe D. Mills
Director
Division of Vocational Education

March 14, 1983

M E M O R A N D U M DVE 83-31

TO: School District Superintendents and Community College Presidents

FROM: Joe D. Mills, Director, Division of Vocational Education

SUBJECT: Project to Prepare Women for Careers in Vocational Administration

The Division of Vocational Education is pleased to announce that the University of South Florida will again this summer implement a project to encourage women in vocational education to consider advancing their careers to include administration. This is as a result of the number of persons that responded to last summer's program and the evaluations of those who participated.

The program will be held in Sarasota on University of South Florida's New College Campus, June 13-24, 1983. By design, the project is targeted for women who evidence leadership potential, but who have not yet made the commitment to enter administration.

Details about the program and steps involved in nominating candidates for consideration will be sent directly to each Vocational Director or Dean. For additional information, contact the project director:

Dr. Ellen Kimmel
College of Education
FAO 268
University of South Florida
4202 Fowler Avenue
Tampa, Florida 33620
813/974-3246

or

Charlotte Gore
Vocational Education Equity Specialist
Suite 412
715 East Bird Street
Tampa, Florida 33604
813/933-3495

I appreciate your support of the project last year and hope that your district or college will choose to participate this summer.

cgr

cc: Directors of Vocational Education
Community College Occupational Deans
Area Center Directors
John Blue
Carey Ferrell

Affirmative action/equal opportunity employer

APPENDIX IV

UNIVERSITY OF SOUTH FLORIDA

TAMPA • ST. PETERSBURG • FORT MYERS • SARASOTA

COLLEGE OF EDUCATION
TAMPA, FLORIDA 33620
813: 974-2100

March 10, 1983

MEMORANDUM

TO: Local Directors of Vocational Education, Community College Occupational Deans, Area Center Directors

FROM: Ellen Kimmel, Project Director
Program for Preparing Women for Careers in Vocational Administration

Re: Request for Participation by Your District or College

You probably already have received a copy of the memorandum from Mr. Joe Mills announcing the second year of a project funded at the University of South Florida to encourage women to enter vocational administration. Due to the high quality of women you nominated last year, the program was a success. (For a description of it you might wish to refer to your January, 1983 issue of the Florida Vocational Journal, p. 15-17.) Thank you for your help.

This summer, June 13-25, 1983, the two-week residential program will be held again at the USF New College Campus in Sarasota. The program is intended to produce more women, whom you identify as having leadership potential, who will prepare for and seek positions in vocational administration. (It is not designed for women already in administration.)

Again, your assistance is needed in two ways. First, would you send to the project staff recommendations of women you feel should be invited to participate? Use your judgment as to how to make these nominations, keeping in mind whom you feel might most benefit from the training and whom you see as having the potential to assume a leadership role in vocational education at some point in the future. Since several qualified nominations for last summer's program could not be served due to lack of space, the Institute is being held a second time. Thus, you may wish to consider re-nominating women who were on our waiting list, but there is no requirement that they be given first priority (nor be re-nominated at all if, in your judgment, there are others you feel should be supported instead). From those you nominate, our staff will select a final group on a competitive basis. More than one woman might be chosen from your school district or college, so it is not necessary to restrict yourself in terms of numbers (only in terms of qualities).

THE UNIVERSITY OF SOUTH FLORIDA IS AN AFFIRMATIVE ACTION EQUAL OPPORTUNITY INSTITUTION

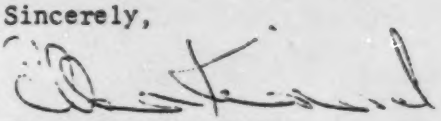
To be eligible, a woman must be certified in vocational education, have at least three years of full-time teaching experience, and have met the work experience requirement in one vocational area. She should have an interest in exploring an administrative career and be able to reside at the program site (Sarasota) for the 12-13 days in June of its duration. Should you decide to advertise the program to seek potential nominees, a flyer, to be sent directly to individuals, and/or an announcement that might be placed in your inhouse newsletter are enclosed. Please send your nominations on the application forms provided directly to Institute staff at the address on the form.

The second way you can help is by providing transportation (i.e., round trip mileage to Sarasota) for those finally selected to attend (if any) from your county or college. The project is underwriting all other costs.

Our staff are interested in serving you and your institution, and are ready to provide any additional information about the program you might require. Please contact us directly with your questions or comments by calling 813/974-3246, or writing Dr. Ellen Kimmel, FAO 268, University of South Florida, Tampa, Florida 33620.

Thank you for your assistance. We look forward to another fine experience for the women who participate in the 1983 Institute, hoping they will return with more skills, enthusiastic about applying them in their everyday professional lives.

Sincerely,



Ellen Kimmel, Ph.D.
Project Director

Enclosures

(1) Nomination forms (to be completed by you)
(2) Application forms (to be completed by nominee)
(3) Flyers
(4) Announcement

APPENDIX V

THE UNIVERSITY OF SOUTH FLORIDA

announces

AN INSTITUTE FOR PREPARING WOMEN FOR CAREERS IN VOCATIONAL ADMINISTRATION

June 13 - 24, 1983

Sarasota New College Campus

PURPOSE: To provide leadership training and career development exploration for women in vocational education.

TOPICS TO INCLUDE

CAREER DEVELOPMENT SKILLS
- --career planning
- --resume writing
- --interviewing techniques
- --assertive communication

ORGANIZATIONAL BEHAVIOR
- --organizational communication
- --conflict management
- --motivation
- --leadership styles
- --power and authority
- --women in vocational educational administration

COST: The Institute will provide participants: lodging (double occupancy), meals, all instructional costs, including credit, and program materials. School districts/Community Colleges will pay the cost of transportation to and from the Institute. Participants will be responsible for personal expenditures.

Three (3) semester hours of EVT 6926, "Staff Development," will be awarded.

For more information contact:
Dr. Ellen Kimmel
University of South Florida
Institute for Women & Administration
FAO 268
Tampa, Florida 33620
Tel. (813) 974-3246

SPONSORED BY: The Florida Department of Education--Vocational Division

FACULTY

ELLEN KIMMEL, Ph.D., Professor, Educational Psychology and Psychology, created and has directed the Institute since 1975. She began her career at Ohio University in 1965 as Assistant Professor of Psychology and has been at USF since 1968. She served as first Director of the Division of University Studies at USF, an administrative post held from 1972-73. In 1980-81 she was Distinguished Visiting Professor of Simon Fraser University, Vancouver, Canada. Dr. Kimmel is a Fellow of the American Psychological Association and member of its Council and a President (1978-79) of the Southeastern Psychological Association. Author of over 75 research publications, she speaks and consults in the U.S., Canada, Israel and Peoples Republic of China on women and leadership.

JOYCE P. VINCELETTE, D.B.A., Assistant Professor, Management, joined the faculty of the College of Business at USF in 1977. Her primary teaching responsibilities are in the areas of Human Resource Management and Organizational Behavior. She is actively involved in both the Academy of Management and Southern Management Association, where this year she is coordinator of the Management Education and Development Division. Her research interests and publications are in the areas of performance evaluation, interviewing and selection, women in international management and interpersonal bargaining. She has recently been involved in the development of model job descriptions and performance evaluation standards for school media specialists across Florida.

Programs, activities and facilities of the University of South Florida are available to all on a non-discriminatory basis, without regard to race, color, creed, religion, sex, age, national origin, or handicap. The University is an affirmative action Equal Opportunity Employer.

VOCATIONAL DIRECTOR/DEAN NOMINATION FORM

VOCATIONAL EDUCATION ADMINISTRATION INSTITUTE

Nominee's Name _____

Current Position _____

Your evaluation of the candidate's potential for administration
(please circle one)

very low 1 2 3 4 5 very high

Reason for recommendation. (Your comment will make a major contribution to the selection decision).

Candidate's information form and statement attached? _____

The candidate verifies that if accepted she will be able to reside at the Institute from June 13 to June 24? _____

_____ Title

_____ Address

Signature

_____ Telephone: ( )

Date

This form along with candidate's information form and statement should be sent to: Dr. Ellen Kimmel, Institute for Vocational Education Administration, FAO 268, University of South Florida, Tampa, Florida 33620.

CANDIDATE'S INFORMATION FORM

VOCATIONAL EDUCATION ADMINISTRATION INSTITUTE

Name _____ Home Telephone Number ( ) _____

Home Address _____

Current Position _____ County or College _____

Work Address _____

Work Telephone Number ( ) _____

Total Years Teaching Experience _____

Describe any Administrative Experience _____

_____

Marital Status _____ Age _____ Number of Dependents _____

Race/Ethnic Origin _____ Handicap, if any _____

What degree(s) do you hold?

Degree	Date Received	Major Field	Institution

Have you completed any course work beyond your last degree? _____

If yes, how many semester hours? _____ When did you take these courses? _____ Where? _____

Have you completed the above work toward an advanced degree? _____

If yes, which field? _____

What type of certificate(s) do you now hold?

Type of Certificate _____

Level of Certification _____

What subject(s) appear on your certificate(s)? _____

_____

What course and credit hours do you lack for certification in Administration and Supervision of Vocational Education? _____

_____

Please give this form and your statement to your Vocational Director or Dean. For more information contact: Dr. Ellen Kimmel, FAO 268, University of South Florida, Tampa, Florida 33620, 813/974-5246.

APPENDIX V- Page 4
CANDIDATE's STATEMENT FOR

VOCATIONAL EDUCATION ADMINISTRATION INSTITUTE

Please explain in 200-400 words why you would like to participate in the vocational education administration institute. Please confine your statement to this page.

Your name _____ / County or College _____
Please print or type

If accepted I will be able to attend and reside at the institute site (Sarasota) from June 13 to June 24.

_____
Signature

ATTENTION ALL WOMEN IN VOCATIONAL EDUCATION

A two week institute, "Preparing Women for Careers in Vocational Administration," will be offered again this summer in Sarasota at the USF New College Campus, June 13-24, 1983. The residential program will provide career exploration and leadership training for a select group of Florida women teaching in the vocational area. Please contact your Vocational Director/Occupational Dean for additional details about the program and how to apply. All costs of instruction materials, food, housing and transportation will be provided for those selected. The Institute is sponsored by the University of South Florida and will afford participants 3 semester hours for EVT 6926, "Staff Development." Project Director is Dr. Ellen Kimmel, FAO 268, University of South Florida, Tampa, Florida, (813)974-3246.

WOMEN AND ADMINISTRATION

AGENDA

	9:00 a.m.-Noon	1:00-4:00 p.m.	7:00 p.m.
June 13 Monday	Registrations/ Introductions/ Overview	Testing/Film: "You Pack Your Own Chute"	6:00 - 7 Social/Dinner Team Building
June 14 Tuesday	Socialization to Roles: Women & Work	Interviewing/ Personnel practices	Open
June 15 Wednesday	Career Planning/ Educational Planning	Panel of Voc. Adm. Women: Career Paths to Leadership Roles	Starpower
June 16 Thursday	Women and Achievement/ Film: "The Tale of O"	Surviving the Transition: Organizational Politics	7:00 LIFO/Toothman
June 17 Friday	Motivation/Delegation Film: "Productivity and the Self-Fulfilling Prophecy: The Pygmalian Effect"	Status of Women in Education/Administration	Open
June 20 Monday	Problem Solving (Individual & Group)/ Decision Making	Managing Conflicts/ Film: "NonVerbal Communication"	Skills Fair Assertion Training/Lewis or Time Management/ Vincellette
June 21	Organizational Change: Moving "Out" Groups "In" Film: "Women into Management: Threat or Opportunity?"	Leadership Styles & Effects/Film: "Leadership Style or Circumstance"	Open
June 22 Wednesday	Final Resume' Walsh	Performance Evaluation and Coaching	Open
June 23 Thursday	Communications in Organizations/ Hargis	Legal & Policy Bases of Educational Equity/ Benda/Gore	Final Interviews: Whole Group Review
June 24 Friday	In Basket-Experiential Exercise/Review	Testing/Wrap Up/ Evaluation Film: "We are Women"	

APPENDIX VII

List of Standardized and
Non-Standardized Tests

Miner Sentence Completion
Job Satisfaction
Attitudes Toward Women (ATW)
Firo-B
LIFO
Trent Attribution Profile (TAP)
Career Ladder
Social Reaction Inventory
Institute Evaluation Form
Micceri Personal Control Index (MPCI)
Imposter Scale

APPENDIX VIII

Women and Administration

1983

Other Guests and Speakers

Ms. Nancy Benda
Director, Equal Education
Opportunities Program
Department of Education
Knott Building
Tallahassee, FL 33201
(904) 488-6217
SUNCOM 278-6217

Ms. Charlotte Gore
Sex Equity Coordinator
Division of Vocational Education
Florida Department of Education
715 Bird Street, Suite 306
Tampa, FL 33604
(813) 933-3495

Ms. Shirley Haggard
Program Officer, Sex Equity
State Dept. of Education
Voc-Tech Division
P.O. Box 771
Jackson, MS 39205

Ms. Jane Goodson
Coordinator, Sex Desegreation
Assistance Project
P.O. Box 771
Jackson, MS 39205

Ms. Edyth Hargis
Instructor- Management
BSN 3403
University of South Florida
Tampa, FL 33620
(813) 974-4155

Dr. Brian J. Lewis
P.O. Box 290743
Temple Terrace, FL 33687
(813) 985-2909

Mr. Rex Toothman
1211 Lakepoint Drive
Lakeland, FL 33803
(813) 646-2033

Dr. Ruth Walsh
BSN 3403- Management
University of South Florida
Tampa, FL 33620
(813) 974-4281

Instructor and Director

Dr. Ellen Kimmel
Professor
Foundations of Education & Psychology
FAO 268
University of South Florida
Tampa, FL 33620

Instructor

Dr. Joyce Vincellette
Assistant Professor- Management
BSN 3403
University of South Florida
Tampa, FL 33620
(813) 974-4155

Administrative Assistant

Ms. Carolyn Adler
919 Lakewood Ave.
Tampa, FL 33612
(813) 963-2464

APPENDIX IX

List of Materials

NOTEBOOK

June 14- Socialization to Roles: Women & Work

Cosmopolitans and Locals
Employment in Perspective: Working Women
An Overview of Women in the Workforce
Women, Work and Age Discrimination
An Overview of Minority Women in the Workforce
Compared to Men, How do Employed Women Fare?
Fact Sheet on Negative Effects of Sterotyping
Working Women 4th Annual Salary Survey
Washington The Fight for Pay Equity
Adolescent Attitudes and Expectations
Reference on Adolescents
Answers to Changing Workforce and Family Quiz
Women, Work and Age Discrimination
Civil Rights Update
Fishbowl- Group Building Experience

June 14- Interviewing/Personnel Practices

Summary of Equal Employment Legislation
Guidelines for Assuring Equal and Fair Treatment
The Pre-Employment Inquiry Quiz
PIQ Explained
Tough Questions and Hidden Tests Revealed
Guides to Effective Interview Questioning
Title 29- Labor
Leading vs. Nonleading Questions
Thoretical vs. Behavioral Questions
The Story
PreInterview Planning
Critical Steps in Conducting an Interview
Work Motivation
Interpreting the Data
Improving Your Performance in the Employment Interview
Interview Exercise

June 15- Career Planning/Educational Planning

Motivational Analysis
Motivational Analysis Key
Introduction
Work Analysis Profile
Assessing Viewpoints That Effect Promotability
A Career Direction Inventory
Traits Admired in Others by Both Women and Men
Strengths Most Men Can Develop Further

Strengths Most Women Can Develop Further
Facing Facts
Me
Career Planning Program
My Goal
Removing Obstacles
Manage Your Future
Myths and Sterotypes- What Are They?
The Challenge to Female Trainers
Is There Life After Teaching

June 16- Women and Achievement

Program Outline
Women in Organizations: Sex Roles, Group Dynamics and Change Strategies
Table I
Feminist Forum
In Defense of the Office Romance
The Office Family
Games That Can Hurt You
Sexual Harassment: A Form of Sex Discrimination
A Program Guide for Preventing Sexual Harassment in the Workplace
He Works She Works Nine to Five

June 16- Surviving the Transition: Organizational Politics

Does What You Wear Tell Where You Are Headed
Patrona, Rabbis, Mentors
New Work Patterns for Better Use of Women Power
Getting Ahead Line vs. Staff
Mutterings From the Men's Room
Dual Careers- How do Couples and Companies Cope With the Problems
Plotting a Route to the Top
Skills How to Field Questions
The Psychology of Power
Power Failure in Management Circuits
Making the Most of the Mentor/Trainee Relationship

June 17- Motivation/Delegation

Three Stage Analysis of Performance Model
Motivation Feedback Opinionnaire
Scoring Sheet
Survey of Employee Goals
Relationaship of Need Hierarchy to Motivation-Hygiene Factors
What Motivates People
Motivation In the Work Situation
Assumptions of Theory X and Theory Y
Blue-Collar Blues Exercise
On the Job Manageing Morale
Management Time: Who's Got the Monkey
Pygmalion In Management

June 17- Status of Women in Education/Administration

Increasing Sex Equity 1980 Update
Assesing Sex Bias in the Classroom
Teachers' Attitudes
Definitions
Fact Sheet on Education, Attitudes and Behaviors of Teachers and Counselors
Checklist of Sex-Fair Teaching Behaviors
References on Teachers and Counselors
The Classroom Climate: A Chilly One For Women?
Womanspeak and Manspeak: Sex Differences and Sexism in Communication
Executive Summary
Textbooks
Factsheet on Textbooks and Media
Guidelines for Evaluating Textbooks Formerly for One Sex
How to Use Biased and Stereotyped Textbooks
Evaluating Sexism and Racism in Your School
Summary of the Forms of Sex Bias in Career Materials
Applying Recommendations for the Use of Career Interest Inventories
Identifying and Correcting Sex Bias in Career Materials

June 20- Problem Solving

Management Approaches Profile
Management Approaches Profile Interpretation
Recognition of Other MA Profiles
Bringing Out/Turning Off MA Profiles
Breaking Creativity Barriers
Guides to Increase Problem Awareness
Problem Solving
A Systematic Approach to Problem Solving and Decision Making
Rules for Brainstorming
Profile Analysis Worksheet
Analysis of Alternatives
Plan of Action
Communicating a Decision
Practical Guidelines for Decision Making
Group-Decision Making
Kidney Machine Description Sheet
Kidney Machine Biographical Sheet
Kdeney Machine Psychological Reports Sheet

June 20- Managing Conflicts

Constructive Conflict Discussions: Learning to Manage Conflicts Effectively
Conflict-Resolution Strategies
Questionnaire on Conflict Styles
Conflict Coping Modes
Relationships: Diagnosing Conflict Between Individuals
Focus on Communications
Communications Patterns Survey
Communications Patterns with Colleagues

The Johari Window

June 21- Organizational Change

Racism and Sexism
Force Field Analysis
The Force Field Diagnostic Technique
How to Teach the Steps of Change
Briefs
Job Offers Equal Opportunity
Analysis Form for Diagnosing the Change Process
Non-Defensive Communication
The Importance of Non-Sexist Language
Sexist Humor
Sex Role Inventory

June 21- Leadership Styles and Effects

Classifying theSources of Power
What type of Leader Are You?
Continum of Leadership Behavior
Situational Leadership
Rules for Effective Leadership

June 22- Resumes

Ruth Walsh on Resumes
Office Bookshelf

June 22- Performance Evaluation and Coaching

Resistance to Evaluations
Conflicting Evaluation Purposes
Factors to be Rated
Rating- Alternative Processes
Interview Alternative Formats
Table of Excuses
Public Law- 95-453
Performance Appraisal Interviews
What to do When a Violation Occurs
Gifted Staff
Suggestions on How to Conduct A Successful Performance Appraisal
The Management Objectives Cycle
Guidelines for Preparing Objectives
Employee Performance and Development Review
20 ways to Kill Management Objectives
Performance Appraisal Worksheet
Common Types of Supervisory Error

June 23- Communications in Organizations

Role of Communications in the Manager's Workday
Factors in Successful and Unsuccessful Communication
Some Examples of Semantic Confusion
The Impact of Message Complexity
Perceptual Problems in Communication
Different Perceptions Between Sender and Receiver
Non-VerbalCommunication Signals
Non-Verbal Communication Exercise
The Problem of the Poor Listener
Active Listening Techniques
Ten Commandments for Good Listening
Communications
Message Transmission and Communication Breakdown
Feedback

June 23- Legal and Policy Bases of Educational Equity

Are You Mad As Hell and Not Going to Take it Anymore?
Coalition Bargaining

HANDOUTS

June 13

Checklist of Suggestions for Improvement of District Personnel
Hillsborough County Evaluative Instrument
Team Building Exercise

June 14

Selection Interview: Role Play Exercise

June 15

Self Assessment: Making the Transition From Worker to Manager
Common Myths Related to Career Planning and Development
Model for Career Development
Assessing Viewpoints the Affect Promotability

June 17

Work Analysis Motivation Sheet
Survey of Employee Goals
Motivation in the Work Situation
An Alternative Career Option: The Teacher as a Training Specialist

June 20

The Situation
Story

June 21

Guide to Employee Performance Appraisal
Appraisal Interview
A Case of Alleged Sex Discrimination in Performance Appraisal
The First Rating
Performance Appraisal Interview: Interview Critique Exercise
Evalism: A Performance Evaluation Simulation

June 22

A Case of Leadership
Leadership Expectations
Authority Quiz

June 24

In-Basket Exercise
Who Gets the Overtime
Leaderless Group Discussion
Superwoman
Evaluation of Institute

TEXT

The Promotable Woman- Becoming a Successful Manager
By: Norma Carr-Ruffino
Publisher: Wadsworth, Inc.
Florence, Kentucky

APPENDIX X

PANELISTS

June 15, 1983

Dr. Patsy Agee
Vocational Bureau Chief
Program and Staff Development
Department of Education
Tallahassee, FL 32301

SUNCOM 8-278-0480

Dr. Marion Menzell
Occupational Education
President, Florida Council Local Directors
St. Petersburg Junior College
P.O. Box 13489
St. Petersburg, FL 33733

SUNCOM 8-584-0011

Ms. Clarice Biggins
Director, Vocational Education
Volusia County School Board
P.O. Box 1910
Daytona Beach, FL 32015

(904) 255-6475, Ext. 256

Ms. Roseann Samson
Director
Charlotte Vocational Technical Center
1468 Toledo Blade
Port Charlotte, FL 33948

(813) 629-6819

APPENDIX XI

UNIVERSITY OF SOUTH FLORIDA

TAMPA • ST. PETERSBURG • FORT MYERS • SARASOTA

COLLEGE OF EDUCATION
TAMPA, FLORIDA 33620

July 5, 1982 *SAMPLE*

Mr. Eddie Pearson
1410 NE 2nd Avenue
Miami, FL 33132

Dear Mr. Pearson

The 1983 Institute, "Preparing Women for Careers in Vocational Education Administration," sponsored by the Florida Division of Vocational Education has concluded and, from all indications, was a success. We appreciate your assistance by nominating and sending Sue Bowman, Eleanor Coleman, Lydia Guadalupe, Rosemary Minnis, Lula Pearson, Doris Southern, and Geraldine White to the Institute. Enclosed is the schedule of activities we followed to give you an indication of the skills and knowledge your participant s gained by attending the session in Sarasota, June 13-24. Having conducted similar Institutes for the past eight years, we feel this year's participants were exceptional in their competence, enthusiasm and professionalism.

Each participant was required to list her individual goals for the Institute. It is our hope that she will share these with you and indicate not only the goals that she attained during her two weeks in Sarasota, but those she plans to pursue to increase her potential for becoming an effective administrator. It has been our experience that the learning resulting from completion of the Institute has been used best by school systems or colleges if they encourage returning participants to practice their new managerial skills and acquire additional ones through continuing their studies and taking on leadership roles in their departments, professional organizations, etc.

As a means of monitoring the progress of each of the participants, we will be contacting you during the spring of next year. At that time we would appreciate an evaluation of any successes in achieving the personal goals established with us and shared with you. We will also be requesting a brief report of the efforts that both you and she have made toward the overall goal of assuming an administrative role.

THE UNIVERSITY OF SOUTH FLORIDA IS AN AFFIRMATIVE ACTION EQUAL OPPORTUNITY INSTITUTION

If, after reviewing the enclosed schedule and talking to the woman(en) from your school or college, you have any suggestions to improve future Institute programs and make them more effective in meeting your organizational needs, they would be greatly welcomed. Our wish is to provide the best possible training to enhance the leadership expertise of your personnel.

Again, many thanks for your key efforts in seeking qualified women and supporting their roundtrip travel expenses.

Sincerely yours,

Ellen Kimmel, Ph.D.
Director

EK/cpt

cc: Sue Bowman
Eleanor Coleman
Lydia Guadalupe
Rosemary Minnis
Lula Pearson
Doris Southern
Geraldine White

APPENDIX XII

REUNION SURVEY - 1982 PARTICIPANTS

YOUR NAME_____ YOUR DEAN/ DIRECTOR'S NAME_____

ADDRESS/TELEPHONE_____ ADDRESS/TELEPHONE_____
(only if ours is incorrect)_____ _____

_____ _____

_____Yes, I plan to attend the reunion, June 3-4, 1983 in Orlando to begin at noon.

_____No, I will be unable to attend.

(If no, I would appreciate hearing why and any better time -- can't promise it's possible to change since finding a place/time has been difficult this year.)

AGENDA ITEMS/CONCERNS/TOPICS
For joint session of Deans/Directors and Graduates (Friday Afternoon)

_____

_____

_____

_____

_____

_____

For Saturday Graduates-Only Session

_____

_____

_____

_____

_____

_____

RETURN AS SOON AS POSSIBLE TO: Dr. Ellen Kimmel, FAO 268, Psychological & Social Foundations of Education, University of South Florida, Tampa, Florida 33620.

ORLANDO REUNION

AGENDA

JOINT SESSION OF PARTICIPANTS AND SPONSORS - Friday, June 3
Noon - 4:00 p.m.

Registration:	Noon - 12:30 p.m.
Luncheon: Greetings: Ms. Charlotte Gore	12:30 - 1:30 p.m.
Presentation by Director	1:30 - 1:40 p.m.
BREAK	
Group Activity Strategies for Career Mobility Action Planning Discussion	2:00 - 4:00 p.m.
Social Hour	4:00 p.m.

PARTICIPANT ONLY SESSION - Saturday, June 4, 9:00 a.m. - Noon

Where Have We Been, Where Are We Going?	9:00 - 9:30 a.m.
Skills Assessment and More Networking	9:30 - 10:30 a.m.
BREAK	
Individual Goal Setting	10:50 - 11:30 a.m.
Surprise Ending	11:30 - Noon

CAREER PLANNING PROGRAM

EMPLOYEE'S CAREER PLANNING WORKSHEET

EMPLOYEE'S NAME: _____

SUPERVISOR: _____ DATE: _____

1. What are your major assets or strengths? (Include personal as well as performance characteristics, such as education, job knowledges, managerial skills, experience, motivation, etc.)

2. What are your major liabilities or shortcomings?

3. What kinds of tasks do you perform best?

10. In what areas do you most need additional knowledge?

11. What developmental activities would help you to gain this needed knowledge?

12. What currently are your strongest managerial skills?

13. Which of your managerial skills currently need improvement?

14. What developmental activities could you perform to develop and improve these managerial skills?

Consultant Referral Data Sheet
for 1982 Participants

APPENDIX XIII

The information provided below is for the use in identifying skills or qualified professionals among those who attend the summer institute who can perform such roles as consultants for committees, presenters for in-service programs, or professional organization functions, designers for new curricula, etc. The areas of expertise are listed for each woman with the address and telephone information attached for your referral. Arrangements should be made directly with the woman(en).

Updates to this list can be made through a note to Margaret Hester (to be received by the 15th of the months, March, June, September, December) along with any address changes. Telephone Ellen Kimmel if there are questions about the list that cannot be answered by the individual under consideration.

VERNISE W. BUTLER

Inservice Workshops (Consultant)
1. Business Education/Secretarial Skills or Tips for the secretary (current update)
2. Communication Models for
   a. co-workers
   b. supervisor
   c. community
3. Time Management
4. Coping with Stress

Vernise W. Butler
313 Roosevelt Ave.
Delray Beach, FL 33444
(305) 737-7400 x 16

PAT CASEY

Curriculum Design
Awards Committee (design & implementation)
Conference Planning
Topics: -Health Related- V.D., First Aid (Instructor), CPR (Instructor)
-Death & Dying-
-How to Do a Survey or Needs Assessment- (will do actual instrument)
-Employability Skills-

Patricia Casey
13902 Hayward Place
Tampa, FL 33624
(813) 962-2314

JANET CASSIDY

-Consult in legal responsibilities of health occupations programs relating to teachers and students.
-Curriculum design for dental assisting programs.
-Evaluation materials for students dealing with cognitive, psychomotor and affective domains in health occupations programs
-Sex fair language and materials for health occupations
-Student recruitment techniques
-Support groups and agencies for women

Janet Cassidy
6451 SW 116 Ct., Unit E
Miami, FL 33173
(305) 279-5595

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CATHY COX

-Assist in setting up a local vocational association (if your county does not have one). Our organization (DVA) has an annual awards banquet honoring outstanding teachers and students in our 9 vocational areas. As member of the Executive Board has developed criteria, forms, etc. for these awards.

-Assisted in developing a school-wide In-Service workshop on Micro computers through Radio Shack. This was also done so that the participants would receive Master Plan points through our Teacher Education Center.

-Department Head in charge of Business Education and the following programs:
- -Secretarial/Word Processing Occupations
- -Clerical Office Practice
- -Data Keyboarding & Information Processing using Micros
- -Data Processing Technology--IBM System 34
- -Data Entry
- -Medical Office Assistant
- -Accounting/Accounting Machines

Catherine H. Cox
22330 S.W. 103 Ct.
Miami, FL 33190
(305) 251-8536

COLLEEN DEPASQUALE

Consulting
-Special Education--Exceptional Child
(Mental Retardation, Specific Learning Disabilities, etc.)
-Babysitting Safety
-Writing Grants
-Implementing Scholarships
-Convention Planning (after Spring 1984)
-Facilities Planning
(structure, lighting, hear, windows, storage, estimating of and for supplies, etc.)
-Leadership skills
-Ousting a poor leader (Retiring him) within an organization

Colleen DePasquale
616 Alton Road
Winter Springs, FL 32708
(305) 327-2910

MARGARET HESTER

-Computer-based (individualized materials for Business Education)
    Word Processing
    Typewriting
    Filing and Records Management
    Reprographics
    Shorthand
    Business Communication
-Printing Services
    Social announcements
    Booklets
    Copies
    Wedding Announcements
    Business Cards
-Disadvantaged Students--Consultant
-Handicapped Students in Business Education--Consultant

Margaret A. Hester
7074 Couperin Blvd.
Orlando, FL 32808
(305) 298-4835

LESA KITZMILLER

Inservice Workshop
    Image Management

Lesa Kitzmiller
805 Kearney Road
Fort Pierce, FL 33450
(305) 299-2689

PATRICIA MASS

-Teachers
-Attitude for Business Education teachers in classroom
-Teacher motivation and how it affects student learning abilities
-Resumes, How to prepare

Patricia L. Mass
5131 S.W. 188 Avenue
Ft. Lauderdale, FL 33332
(305) 434-8874

ROSELAND SCRIVEN

-Budget Development
-Interior Design
-Program Layout

Roseland Scriven
1911 Kingsway Rd.
Seffner, FL 33584
(813) 685-8684

MARGUERITE A. SMITH

-Organizing Future Business Leaders of America Chapters
-Income Taxes: How to prepare for filing, updated information on income taxes
-Tips on public speaking

Marguerite A. Smith
944 Bowing Lane
Rockledge, FL 32955
(305) 632-3122

CYNTHIA C. TALTON

-Writing specifications for new facilities
-Writing new curriculum and competency
-Department head leadership
-Advisory Committee
-Writing federal grants
-Selecting new equipment
-Cooperative Business Education
-Year to year curriculum development
-Career Day Organization
-Future Business Leaders of America
-Typewriting I
-Job Interview Technique

Cynthia Cone Talton
1175 Park Drive
Casselberry, FL 32707
(904) 695-4724

DOROTHY WENTZ

-Employability Skills; Resume; Attitudes on Job, Employee Relations
-Management Skills
-Human Relations
-Lobbying Your Legislature
-Vocational Education & Community
-Work Evaluation & Job Analysis
-Individual Manpower Training--The Educationally Disadvantaged Adult
-Disadvantaged (economically) Youth
-The Co-op (Job Training Program)
-Counseling Skills--The Interview
-Elderhostel
-The DACUM Process
-The Role of Nutrition in Behavior & Attitude

Dorothy Wentz
2307 Country Club Blvd. E.
Seven Springs, FL 33552
(813) 376-0525

BARB WHITNEY

-Professional Appearance and Business Wardrobe--Men & Women--including slide presentation based on Molloy's Dress For Success
-Professional Development of Women In Business
-Written Communications (business writing)
-Communications (verbal and non-verbal)
-Dictation Techniques For Executives
-Professional or Progression Secretary (career goals)
-Assertive Behavior
-Problem Solving & Decision Making
-Stress Management
-Managing People (For the New Manager)
-What Is Word/Information Processing?
(The 5 phases of word processing)
-Course Development
Legal Assistant
Legal Secretarial
Professional Development
Word Processing

Barbara M. Whitney
1660 Fairway Ave. So.
St. Petersburg, FL 33712
(813) 867-9393

MARJORIE YARGER

-Child Care Activities
-Conference Planning
-FHA-HERO
-Healthy Babies

Marjorie Yarger
774 Wilson Avenue
Ft. Myers, FL 33907
(813) 489-1739

GRANT WRITING

Marge Yarger

Patricia Casey

Colleen DePasquale

Roseland Scriven (budget)

Cynthia Talton

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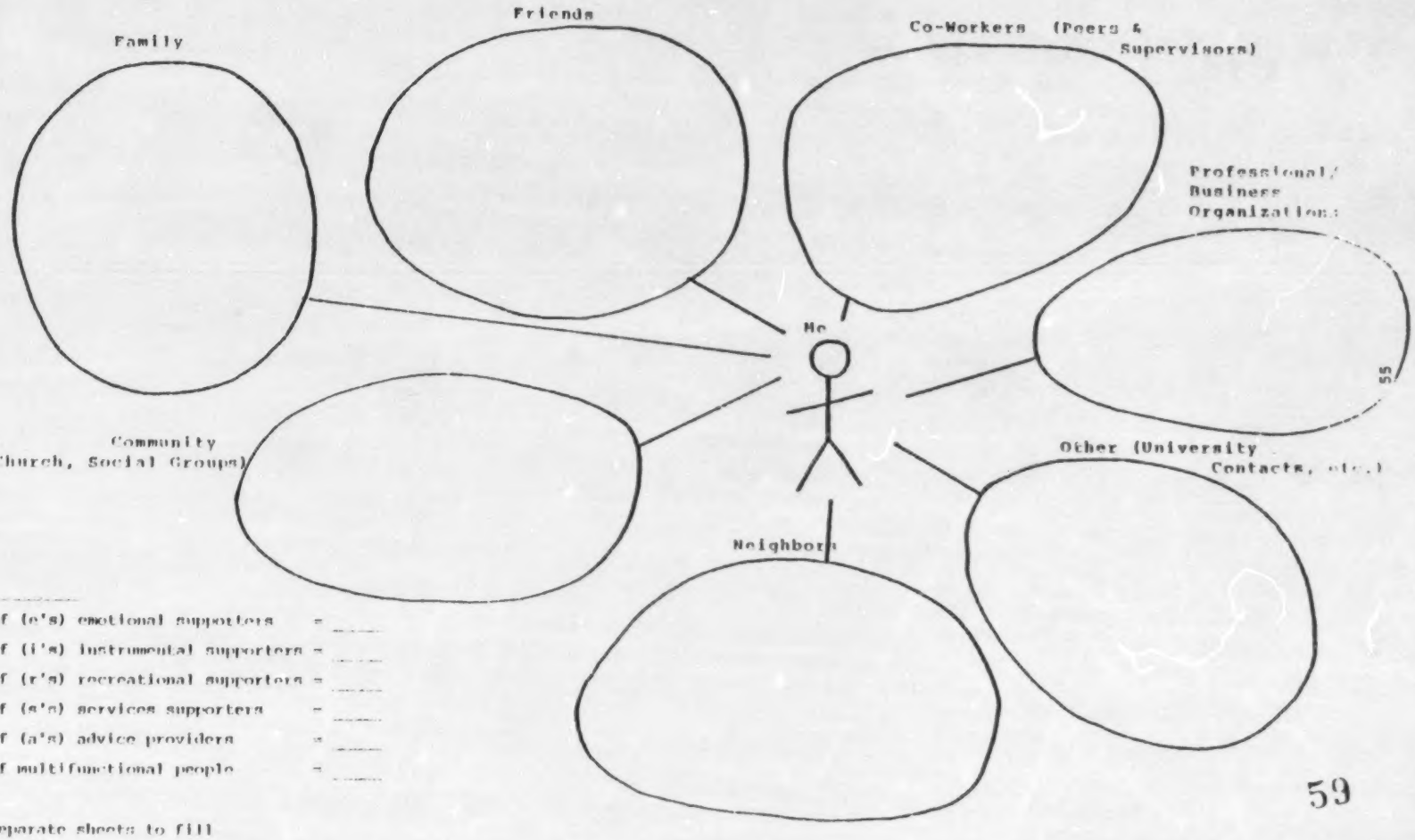
APPENDIX XIV

NETWORK MAP



*Size _____

No. of (e's) emotional supporters = ____
No. of (i's) instrumental supporters = ____
No. of (r's) recreational supporters = ____
No. of (s's) services supporters = ____
No. of (a's) advice providers = ____
No. of multifunctional people = ____

*Use separate sheets to fill circles if necessary.

APPENDIX XV

Suggested Follow-up Activities Generated

by 1982 Participants at the Orlando

Follow-up Session, June, 1983

Join League of Women Voters to know community and education

Join NOW

Develcp workshops on woman and leadership for students/teachers

Become more active in professional organizations, i.e., FVA

Sponsor new people/mentor others

Support women in administration

Help women run for office

Vote for capable women

Write letters to women's supervisors

Say "no"--set priorities & weed out less important

Support the 1983 participants

"I'm different"--OK to be that way

Dress and act the role of an administrator

Do (more) professional writing

Become a SAC Team Evaluator

Watch sexist language

Recommend women (our group and others) for positions

Use the consultant pool

Watch for positions open

Newsletter--3 mos.--March, June, Sept.--start one
To Margaret Hester by 15th, send self-addressed stamped envelope

Contact supervisor

Apply for jobs